

# Personal Development

## HANDBOOK



# Eastern Mediterranean University Psychological Counseling Guidance and Research Center EMU-PDRAM

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# EMU Rules

## EMU rules which should be obeyed in order to avoid sanctions

- Behave in a way that will not cause trouble/disturb the social order of the university.
- Be respectful to the Board of Trustees, the President, Faculty Members, and the university personnel.
- Avoid using offensive language towards other students, or deliberately threatening or disturbing them.
- Do not tear the announcements and documents of the university, or put graffiti on them.
- Do not organize any meeting, conference or panel without the permission of the Rector's Office.
- Do not boycott or occupy the university campus.
- Do not organize political propaganda or strikes on the university campus.
- Do not misuse the equipment, tools, materials and buildings of EMU.
- Do not commit criminal acts or steal other people's property.
- Do not miss classes and exams without an excuse.
- Do not try to get exam questions before the exam.
- Do not cheat or plagiarize.
- Do not attend an exam in place of somebody else or make somebody attend an exam in your place.

- Do not withhold necessary information from the disciplinary board when asked.
- Do not make false statements to the university authorities.
- Do not commit shameful crimes.
- Do not gamble on the campus.
- Do not use or sell harmful or illegal substances and alcohol on the campus.
- Do not use or carry sharp objects, guns or similar dangerous objects which may harm others.
- Obey the traffic rules within the campus area and pay attention to the warnings of security officers.

- After the termination of any kind of suspension period imposed by the University Disciplinary Board, do not repeat the same behavior or do similar actions, or maintain the same attitude, which caused the original suspension.
- Do not attempt or make unwelcome sexual advances, requests for sexual favors, and other verbal or physical conducts of sexual nature on or off campus.

**For more information please check EMU Rules & Regulations on EMU's website (<http://mevzuat.emu.edu.tr>).**

# Preface

**Dear Eastern Mediterranean University Students and Staff,**

**Since its establishment in 1997, the Eastern Mediterranean University Psychological Counseling Guidance and Research Center (EMU-PDRAM) has been providing psychological and research services within EMU, and it is determined to continue and improve its scientific, principled and human friendly approach. One of the indicators of this determination is the recently reviewed and improved Personal Development Handbook that you are reading right now.**

The range of our psychological services is expanding as revealed by close communication with students, parents and the EMU staff and by scientific research carried out on this target population. Our aim is to help individuals to live their lives with improved self-confidence and self-esteem in order to be independent and successful individuals who are at ease with themselves and others.

EMU-PDRAM follows the principle of the continuity of human development as well as the possibility of individual growth in the development of process and encourages their clients to have more self-awareness of their competencies as well as their skills needed to be improved. In this way, the individuals become able to challenge their potentials which leads to be a person with a

sufficient self-confidence, self-esteem and self-awareness within the society. EMU-PDRAM's Personal Development Handbook was prepared to provide some tips for personal growth and empowerment in some areas that an individual might need (e.g., time management, assertiveness, creative thinking, etc.).

In the first few pages of this handbook, you will find information about the establishment of EMU-PDRAM, its development and the services it provides. You can also find the universal ethical principles for psychologists that are consistently observed by the EMU-PDRAM psychologists while providing these services. Next are short explanations of some topics and tips which we believe would be beneficial to EMU students and staff by helping them to live a healthy, successful and happy adulthood.

From time to time, everyone might need to consult a psychologist and to get the view and support of a specialist. As EMU-PDRAM psychologists, we are ready to listen to you within the framework of the ethical principles of Psychology, to share your concerns and to support you in the process of finding an appropriate solution.

Best wishes,

EMU-PDRAM Team

# An Overview

Eastern Mediterranean University Psychological Counseling Guidance and Research Center (EMU-PDRAM) was established and approved by the University Board on November 4<sup>th</sup> 1997 as a unit working in direct association with the Rector's office. EMU-PDRAM is a pioneer institution in North Cyprus that offers psychological services at the university level. EMU-PDRAM is located on the ground floor of the Health Center and psychological services have been actively offered since the Spring of 1998.

## EMU-PDRAM Founding Director

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BA, University of Central Lancashire

### **Funda Ortunç**

*Administrative Assistant*

## Objectives

**The objective of EMU-PDRAM is to provide psychological services to the individuals at EMU.**

It is aimed at helping EMU students to access psychological services suitable for their age and developmental stage without any discrimination in order to enable them to develop as healthy, successful and happy individuals. It is also aimed at providing support for the EMU staff so that they can live their lives as efficient, healthy and happy adults.

## Mission & Vision

**The vision of EMU-PDRAM is to pursue psychological research and applications according to the European Union (EU) standards. EMU-PDRAM's mission is to provide services that improve performance, cognition and behavior available to all individuals at EMU.**

Additionally, EMU-PDRAM conducts and publishes psychological research in certain branches of psychology. The aim of these research projects is to prepare programs which enhance EMU students and staff's understanding and awareness of their social, emotional and cognitive potentials and which helps them to utilize resources available to them to become healthy, successful and happy individuals.



# Psychological Services

## Psychological Counseling

### Individual Counseling Services

- Psychometric Measurement and Assessment

### Group Counseling Services

- Psycho-educational programs for EMU students and staff
- Psycho-educational programs offered to community

### Group counseling topics;

- Developing effective communication skills
- Effective study skills
- Effective time management programs
- Coping with stress
- Exam anxiety and coping with exam anxiety
- Coping with sleep problems
- Anger Management
- Coping with interpersonal violence

## Guidance

### Awareness Raising Programs

- To enhance an individual's objective insight of his/her personality
- To help individuals better understand their personality and potential, through the use of various psychometric methods
- To guide the students to understand how to use their existing potential.

### Information and Guidance Services

- To support the students in coping with potential academic difficulties
- To inform the students about specialized fields of education which are suitable for them
- To guide the students in their future vocational and career fields.

## Research Activities

### Research Fields

- Attitudes toward getting psychological help among university students
- Attitudes toward domestic violence
- Emotional literacy
- Life satisfaction in old age
- Healthy divorce
- Emerging adults
- Parent attitudes

# Universal Ethical Principles for Psychologists

## **Beneficence and Nonmaleficence**

Psychologists respect, seek to safeguard the rights and welfare of those whom they interact professionally.

## **Justice**

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of the discipline of psychology and psychological services.

## **Respect for People's Rights and Dignity**

Psychologists are aware of and respect cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, socio-economic status, etc.

## **Fidelity and Responsibility**

Psychologists are aware of their professional and scientific responsibilities to individuals/societies in which they work.

## **Integrity**

Psychologists seek to promote accuracy, honesty and truthfulness in the science, teaching and practice of psychology

## First time at EMU-PDRAM



**Individuals, who would like to get psychological services from EMU-PDRAM, initially fill out an application form and then an appointment is made to meet with a psychologist.**

It is important to make an appointment to be provided with psychological services in order to avoid waiting. Individuals may make appointments either by coming to EMU-PDRAM in person or by calling extension 2251. The same number can be used to

inform the center about rescheduling or canceling an appointment.

If the person cannot attend his/her session, then he/she is required to cancel or reschedule for another day and time. It is important to inform the center about a cancellation in order to show respect to others who may need these services as well. Psychological services provided by EMU-PDRAM are free of charge.

# What is Psychology?

**Psychology is the scientific study of behavior and related psychological, social and biological processes in both humans and animals. The discipline of Psychology has only been around for the past 136 years.**

Despite being a relatively new discipline, the subject matters of psychology are diverse, spanning from biology all the way to sociology. Biology studies the structures and functioning of living organisms. Sociology examines how groups function in society. Psychologists make their services available to individuals to improve their performance, cognition and behavior.

Psychologists study the intersection of two critical relationships: one between brain functions and behavior, and one between environment and behavior. Psychologists develop theories and test them through research and publish their findings to promote further research and implementation of the results. Furthermore, they develop new approaches from established knowledge to meaningful

models to explain the adaptation of people and societies to change. Psychology is a tremendously wide field. Psychologists conduct both basic and applied research, serve as consultants to communities and organizations, diagnose and treat people and advance in academic careers. They assess intelligence and personality through objective methods and tests. They study how human beings relate to each other and also to machines and technology. They work to improve these relationships and offer advice and help to improve psychological wellbeing.

Many psychologists work independently. They can also team up with other professionals such as doctors, lawyers, school personnel, computer experts, engineers, legislators, the police and army to contribute in every area of society. Psychologists work in laboratories, hospitals, courtrooms, schools, universities, community health centers, mass communication centers and prisons. For example they work with business executives, performers and athletes to reduce stress and improve performance. When requested, they give advice in court depending on their

expertise and collaborate with educators on school curriculum, with doctors at neurology and oncology clinics and with psychiatrists at psychiatry clinics. Immediately following a disaster, such as a plane crash or bombing, earthquakes or tsunami, psychologists help victims and bystanders to recover from the trauma or shock of the event. They team up with law enforcement and public health officials to improve the quality and extent of services provided after such events.

Career opportunities in psychology are expanding in number and scope, especially for those with postgraduate degrees. Indeed, many of the problems society faces today are behavioral problems, for example, drug addiction, poor personal relationships, violence at home and on the street, and the harm we do to our environment. It is important to develop preventative strategies as well as diagnose problems in the society. This approach leads to the development of programs that promote healthy behavioral patterns in everyday life.

# Subfields of Psychology

**Evolutionary**  
Psychology

**Developmental**  
Psychology

**Social**  
Psychology

**Media**  
Psychology

**Educational**  
Psychology

**School**  
Psychology

**Clinical**  
Psychology

**Experimental**  
Psychology

**Health**  
Psychology

**Family**  
Psychology

**Sport**  
Psychology

**Traffic**  
Psychology

**Art**  
Psychology

**Counseling**  
Psychology

**Rehabilitation**  
Psychology

**Consumer**  
Psychology

**Personality**  
Psychology

**Law and**  
Psychology

**Neuroscience**  
and Psychology

**For further information  
about Psychology:**

<http://www.psikolog.org.tr>

<http://www.apa.org>

<http://www.bps.org.uk>

<http://www.sfpys.org>

<http://www.cpa.ca>

<http://www.efpa.be>

# Personal Development

**Personal Development is a lifelong process and individuals are able to develop to the extent they are provided with their self-resources and environmental conditions during their development. Though it is expected for each individual to have self-awareness of both his/her competencies and abilities needed to improve, this would not be always possible to achieve.**

With their consciousness of the continuity of human development, EMU-PDRAM Psychologists encourage their clients to have more self-awareness of their competencies as well as their skills needed to be improved. It is also aimed to provide the clients with the awareness that development is not static and it continues with newly acquired skills throughout life. In the process of this professional support, the individual can see his/her personal developmental areas to be improved ( e.g., assertiveness, psychological resilience etc.), can discover his/her personal resources and struggles to enhance his/her development in these areas with the support of the psychologist.

EMU-PDRAM specialists believe in the importance of healthy, happy, productive, successful society composed of individuals with social sensitivity and aims to support their clients in light of this belief. Personal Development Handbook is one of the outcomes of this aim of EMU-PDRAM psychologists.

# Psychological Resilience

**Throughout our lives we are confronted with several adverse situations. These may include:**

- Illnesses
- Poor academic achievements
- Accidents
- Natural disasters
- Frustrations
- Separation/Divorce
- Culture shock

Experiencing such negative environmental adversities may have severe physical, emotional and social influences on an individual. One may be feeling sad, angry, frustrated and helpless or in pain.

Eventually the individual will realize that life must go on in spite of these adversities. Over a period of time the individual begins to readjust to the new situations in her/his life.

Why are some people able to go through this adjustment period successfully while others fail to do so? Why do such individual differences exist?

Individuals who are psychologically resilient are able to cope with the difficulties of life. However, those lacking in resiliency will resign and/or surrender. It is possible to strengthen your resiliency.

**You have the power to strengthen your resiliency.**



## **Factors Preventing Psychological Resilience**

- 1.** In some circumstances the social conditions do not give youngsters the opportunity to “mature.” Instead, they are treated as children in need of protection, unable to take on responsibilities, and furthermore, incompetent. Research suggests that individuals, who are not given the opportunity to mature, behave in a child-like manner.
- 2.** Modern societies endorse extreme viewpoints such as black/white, good/bad, beautiful/ugly, stupid/clever, hence not giving room for change. The opposite of success is inevitably failure and this perspective goes unchallenged.
- 3.** Success, right NOW! A common misperception is that success, prestige and wealth should be readily obtainable attributes. Such a mentality can prevent one from exerting extra effort and trying harder. When expectations are not easily or momentarily met, this may be perceived as failure, causing the individual to give up.
- 4.** Parents are often quite possessive of their children and try to protect them from life’s difficulties. This prevents youngsters from learning to confront and effectively cope with these difficulties.
- 5.** In order for their children not to feel sadness, anger, frustration, disappointment, embarrassment or guilt, parents often protectively prevent their children from experiencing any of these negative emotions. However, experiencing such emotions from time to time will make youngsters more resilient and less vulnerable.
- 6.** The media often presents images of perfection in individuals. The perfection represented is often unobtainable and it creates a sense of incompetence and failure in youngsters.

## **Bulding Psychological Resilience**

- 1.** Have high expectations. You have enough experience to obtain the realistic expectations you set for yourself. Work hard towards achieving your goals.
- 2.** You may be at the center of your parents’ world; however you are not at the center of the outside world. Accept this fact and pay attention to the outside world. Offer help and assistance to others, this will increase your self-esteem.
- 3.** Everyone has certain inborn characteristics. Intelligence and personality traits can be improved. Several important people overcame challenges; they improved themselves and achieved self-fulfillment.
- 4.** Failure is not the end of the world. Everyone is bound to fail at some point in their lives. What matters is that you do not surrender to the failure and continue to strive. Failure is often the motivating force on the road to success.
- 5.** Just as happiness, love and satisfaction are natural feelings, so are anger, disappointment, and sadness. Experiencing these emotions is part of being a human being. None will endure; they will occasionally come and go.
- 6.** Life is full of ups and downs. Do not try to avoid facing your problems. Identify the problem, define it, think of alternative solutions and choose the most suitable one for you. If that solution fails to work, there are other options. Don’t forget there is no such thing as “perfect.” Your philosophy should be doing the best you can, not being the best.
- 7.** Try to enhance your experiences and learn new things through extracurricular activities at university setting or at home, along with your lectures. Be open to new information and skills and improve yourself.



# Motivation

*"I don't know why I don't study."*

*"I will start to exercise soon... I promise."*

*"Well, I better stay safely tucked in my cocoon... Nothing good comes out of change."*

*"I chat with friends for hours but never have time to study... I will fail the course again."*

*"Tomorrow is the due date for my project but I have no desire to sit in front of the computer."*

## **Motivation can be described in many ways like:**

- The desire to do things.
- A crucial element in setting and attaining goals.
- The factors that direct and energize behaviour.
- A condition, preferably an internal one, that initiates, activates or maintains an organism's goal-directed behaviour.

So motivation makes you study, feed yourself, go to the gym regularly, make friendships, enjoy sexuality but how about achieving whatever you decide to achieve with a passion?



## **Achievement Motivation**

This is a stable, learned characteristic in which satisfaction comes from striving for and achieving a level of excellence. Why do you think some of us never settle for second best and work hard for attaining the best?

Studies on this subject emphasize the importance of goals; the goals you set for yourself and the reasons you pursue those particular goals on your way to accomplishment.

Specific, challenging but attainable goals have a better chance of accomplishment. Framing goals in terms of getting what you want, instead of avoiding what you do not want improves the chance of accomplishment. Another important factor is the nature of your motivational goals. They can be mastery goals (internally oriented) or performance goals (externally oriented). If your goals are characterised by your interest in increasing your competence and skill (internally oriented), then you will have a higher chance of accomplishment and perseverance than if you are motivated by what is called performance goals. Performance goals are concerned with doing well in front of others, being judged favourably and avoiding criticism.

## **Here are a few suggestions for you to increase your motivation**

- Try to realistically assess if the goals you have chosen are really your goals, not somebody else's goals imposed on you.
- Keep the sparks going by choosing activities that are intrinsically satisfying regardless of any tangible gains.
- Focus on learning goals instead of performance goals which increase your endurance in case of setbacks.
- Focus on your "working conditions" whether you are a student, a professional or a homemaker. Does your environment or the people in it, hinder your enthusiasm? How friendly is the environment for developing ideas, changing routines, questioning the establishment? Make accurate perceptions and adjust yourself accordingly.
- Take steps to resolve motivational conflicts. Individuals may sometimes be faced with motivational conflicts that hinder their adjustment and well being. Try finding conciliatory measures to resolve conflicts and move on.

**At EMU-PDRAM we can help you sort out the underlying factors that keep you from attaining your goals and aspirations and be more goal oriented and motivated.**

# Assertiveness

## What is assertiveness?

Assertiveness is a skill that can be learned and maintained with practice. It means expressing your opinions, feelings, attitudes and rights honestly, and in a way that doesn't infringe on the rights of others. Assertive behaviour results in self respect and respecting others. Assertiveness aims to ask for fair play and meets each side's needs.

## What is not considered assertiveness?

**Assertiveness does not mean aggressiveness or being rude.**

Aggressiveness means standing up directly for personal rights and expressing thoughts and feelings in a way that violates other people's rights by humiliating, degrading, belittling or overpowering other people.

**Assertiveness is not same as passivity.**

Passivity means violating one's own rights by failing to express honest feelings, thoughts, and beliefs. Consequently, a person who behaves in an apologetic, diffident and self-effacing manner permits others to disregard them and violate their rights.

Generally, assertive behaviors lead to increased respect from others. Their willingness to see you as a person who respects him/herself, is worthwhile and is more loveable.



### Specific Techniques For Assertiveness

- Be as specific and clear as possible about what you want, think, and feel. Other people can't know what is on your mind.  
*"I have a different opinion" ✓*  
*"It was very kind of you to help me with my homework" ✓*
- You can acknowledge ownership with personalized ("I") statements such as:  
*"You're wrong" ✗*  
*"I don't agree with you" ✓*
- Be direct. Deliver your message to the person for whom it is intended. If you want to tell X something, tell X; do not tell everyone except X; do not tell a group, of which X happens to be a member.
- Avoid exaggeration.  
*"You never know your responsibilities" ✗*  
*"I needed my book today but you didn't bring it. Yesterday you forgot to bring my other book." ✓*
- Take responsibility for your message.  
*"You make me angry" ✗*  
*"When you behave like that I get angry" ✓*
- Emphasize reality not your own judgements.  
*"This is meaningless homework" ✗*  
*"This homework does not really meet the expected aim" ✓*
- Pay attention to your tone and your body language. Most of the time "how" you said something is more important than "what" you said.
- Ask for feedback: "Am I being clear?" or "How do you see this situation?"

### Do not forget that you have some rights.

- The right to ask for behavior change from others. (They also have the right to refuse.),
- The right to decide how to lead your life. This includes pursuing your own goals and dreams and establishing your own priorities,
- The right to have your own values, beliefs, opinions and emotions and the right to respect yourself for having them, no matter what the opinion of others are,
- The right not to justify or explain your actions or feelings to others,
- The right to tell others how you wish to be treated,
- The right to express yourself and to say "No", "I don't know", "I don't understand", or even "I don't care". You have the right to take the time you need to formulate your ideas before expressing them,
- The right to ask for information or help without having negative feelings about your needs,
- The right to change your mind, to make mistakes, and to sometimes act illogically with full understanding and acceptance of the consequences,
- The right to like yourself even though you're not perfect, and sometimes to do less than you are capable of doing,
- The right to have positive, satisfying relationships and freedom to express yourself honestly - and the right to change or end relationships if they don't meet your needs,
- The right to change, enhance, or develop your life in any way you determine.

**If you need additional help, our counseling services at EMU-PDRAM offer free workshops, discussion groups, and individual counseling.**

# Critical Thinking Skills

## Critical Thinking

In today's world, where there is an endless source of information, and an intense knowledge and flow of information, we need to acquire critical thinking skills in order to distinguish real from virtual, right from wrong, reliable from unreliable. Human beings naturally think. An adrift thought process usually contains one-sided, misleading, biased, missing and wrong information. Quality of life, productivity and the way we survive are directly linked with conscious and systematic process of thought. Critical thinking skills are kind of skills which could be attained.



## Components of Critical Thinking

### 1. Questioning skills

- What does the author of this text\* is trying to make me think?
- What kind of supporting evidence is presented to persuade me?
- Is the evidence reliable/credible/related?
- What kind of assumptions are made by the author in the text?
- Do I have any alternative implications/meanings to the text besides to the intentional meaning?

### 2. Observation skills

- While gathering evidence to support our ideas and implications, we need to compare our observations with the ideas behind the written/ visual materials presented as real by the author.

### 3. Active listening skills

- Active listening includes all of the senses while listening to someone to be able to ask the right questions, to do an effective observation, to find and evaluate the information, and to implicate and evaluate the implications.

### 4. Accessing to information resources and scanning skills

### 5. Active reading skills

### 6. Ability to give meaning to hidden messages, assumptions and values in the text.

*\* Text: All of the visual or verbal materials which are used to describe an opinion, emotion and/or a thought.*

## How to Improve Critical Thinking Skills?

- Ask meaningful questions that are closely associated with the subject in mind. The answers to these questions will enable you to have a deeper understanding about the subject.
- After understanding the subject completely, get enough information from different sources in order to understand the essence and enrich the subject.
- Just as there are commonalities with people around us, we also can have differences in our personal, social and cultural life. These differences may lead to have different perspectives or assigning a different meanings to the same subject. It is important to remember this while listening to someone or expressing ourselves.
- Individuals who acquired critical thinking skills, give importance to the source of an information, how, when and in which conditions/ media the information is presented, while evaluating a piece of information. The bias and validity of an information can be determined by checking the source of the information.

**In order to gain critical thinking skills or to improve your critical thinking skills, you can apply to EMU-PDRAM.**

# Emotional Intelligence (EQ)

It is very hard to define Emotional Intelligence (EQ) in one or two sentences since it is a relatively 'young' term that started to appear in scientific literature and also there are several versions of EQ theory. Below are some dilemmas about EQ as a theory still at an early stage in development and hypothesis-testing:

## **Intelligence Quotient (IQ) vs. EQ:**

IQ is generally referred to as the measurement of the cognitive capabilities (analytical, mathematical and logical reasoning) of a person and is expressed with a number. EQ, on the other hand, is referred to as the use of one's own cognitive capabilities as well as emotional competencies, mainly on awareness and management of one's own (and others') emotions.

## **Innate vs. Learned:**

Among many researchers, there is a consensus that EQ is something that can be learned and developed through time; whereas IQ is something that a person is born with and cannot alter.



**Ability vs. Trait:**

According to researchers supporting the 'Ability EQ Model', EQ is the cognitive ability of perceiving, understanding, integrating and regulating emotions in order to promote personal growth. Some other researchers on the other hand, claim that EQ should be investigated within a personality framework (Trait EQ Model) since it encompasses behavioral tendencies and self-perceived abilities.

**Measurement of EQ:**

It is crucial to keep in mind that EQ has several different models which are still being studied and each has been measured in a different way. The Ability EQ Model claims that EQ is a type of intelligence, therefore the test is modeled on the ability-based IQ test, basically scoring a person's ability of perceiving, using, understanding and managing emotions. On the other hand, in Trait EQ Model, where EQ is conceptualized in terms of personality, EQ is measured by self reports, mainly organized under four factors; well-being, self-control, emotionality and sociability. There is criticism of the measurements used in the Ability EQ Model, claiming they measure knowledge, conformity and general intelligence rather than actual abilities. Also, there is a criticism of the measurements used in the Trait EQ Model, claiming people are susceptible to responding in a socially desirable way, in other words, faking.

**The Components of Emotional Intelligence**

Regardless of the different definitions and claims about what emotional intelligence is and how it is measured, almost all models recognize some common components.

People considered to have high emotional intelligence are good at:

- Reading emotions (in faces, pictures, voices etc.) both in themselves and others.
- Relating well with people.
- Being flexible and creative when faced with a challenge.
- Recognizing the impact of emotions and controlling impulses.
- Cooperation and teamwork.
- Being self-reliant and independent.
- Adapting and coping in changing situations.
- Decision-making and achieving intended goals.
- Inspiring others, problem solving and managing conflict.
- Accepting and appreciating emotions, even negative ones such as fear and anger as motivational forces for personal growth.
- Feeling content and being positive.



### **The Impacts of Emotional Intelligence**

Many researchers, especially ones coming from the humanistic movement who focus on well-being instead of pathology and that are presently referred to as positive psychologists agree that Emotional Intelligence has positive impacts on our life in the following ways;

- **Academic and Occupational Performance** (realistic problem-solving, the drive to accomplish goals and optimism)
- **Happiness** (efficient coping with daily demands, self-esteem and self-acceptance)
- **Well-being** (the feeling of satisfaction resulting from close and strong interpersonal relationships)
- **Search for Meaning in Life** (attempting to understand who you are, how you want to be & what you want to do in life that is meaningful to you, what your potential is and striving to bring out 'the best' in yourself)

### **Can we teach people to be more emotionally intelligent?**

As mentioned before, despite some conflicting ideas, the majority of researchers agree that EQ is something we can gain through experience. Therefore, research suggests that EQ competencies can be taught and contribute to important social, emotional and academic achievements in a person's life.

Education starts in the family. If young people feel respected and accepted in the family and are given space to openly express themselves without fear of being rejected or judged, then they can develop higher EQ by learning.

After family, there is school. Research shows that school-based prevention programs produce a range of positive benefits for participants. Studies show that students who participate in these programs, with a curriculum including topics as self-awareness, social-awareness, communication skills, responsible decision-making, risk-reduction strategies, goal-setting and stress management have significantly better attendance records, higher grades, and fewer discipline problems and school suspensions, which in return promote their success and well-being.

# Perfectionism

**Perfectionism is an absolutely “no-win” situation. Perfectionists often don’t realize that they are harming themselves by their own actions.**

There are big differences between perfectionists and healthy achievers.

## Perfectionist

- Sets standards beyond reach.
- Is never satisfied by anything less than perfect.
- Gets really depressed when experiences failure, disapproval or disappointment.
- Is absorbed with fear of failure and disapproval which can reduce energy levels.
- Sees mistakes as justification of unworthiness.
- Gets very defensive when criticized.

## Healthy Achievers

- Sets high yet obtainable standards.
- Appreciates the good work and enjoys the process.
- Moves back from a failure quickly with motivation.
- Keeps normal levels of anxiety and fear and uses them to create energy.
- Sees mistakes as opportunities for progress and learning.
- Reacts positively to constructive criticism.



## Traits of Perfectionists

**All-Or-Nothing Thinking:** High achievers can be satisfied and happy with doing a job even if their goals are not fully met. Perfectionists on the other hand, will never accept anything less than perfection. For them, 'almost perfect' is the same as 'failure'.

**Cynical Eye:** While high achievers appreciates their performance and are willing to support others, perfectionists tend to pinpoint even the smallest mistakes they make and those of others.

**Defensiveness:** Since a 'less-than-perfect' achievement is too difficult to accept for perfectionists, they tend to take criticism defensively, even the positive ones which are made with good intentions.

**Low Self Esteem:** Because of their judgemental nature and rigidity, perfectionists can push others away and be isolated in return. This can cause a lower self-esteem.



### **Costs of Perfectionism**

Perfectionists are likely to experience decreased productivity and motivation, impaired physical and psychological health, problematic interpersonal relationships and low self-confidence.

Perfectionists are vulnerable to:

- Depression
- Performance anxiety
- Exam anxiety
- Social anxiety
- Writer's block
- Obsessiveness
- Compulsiveness
- Suicidal thoughts
- Loneliness
- Impatience
- Frustration
- Anger

### **Myths and Realities**

**Myth:** "I wouldn't be as successful as I am today if I wasn't such a perfectionist".

**Reality:** Perfectionism does not bring success and fulfillment. Some perfectionists are remarkably successful, but this is not 'because of' their unremitting struggling, it is in fact 'in spite of' it.

**Myth:** "Perfectionists get things done on time and they do things best".

**Reality:** Perfectionists often delay their responsibilities needlessly, they usually miss deadlines because of losing a lot of time and energy on small irrelevant details, and are not really that productive.

**Perfectionism is an unhealthy trait. Seeing some of these personality traits in yourself could be a sign that you are a perfectionist.**

**Being more aware of these traits and the harm they bring gives you a chance to recreate a more easygoing nature. Do not forget: "Almost Perfect" is still a job very well done. If you wish further information or advice, please call or visit EMU-PDRAM.**

# Healthy Sleep

**Sleeping is one of the vital needs of human beings. Just as it is impossible to live without eating or drinking, it is impossible to live without sleeping.**

## **What kind of a process is sleeping?**

Sleeping shouldn't be regarded as a break given while being awake. Today, it is accepted that sleeping is an active process and a biorhythm, with its unique structure and purpose.

## **What is the role of sleeping in human metabolism?**

Human beings spend approximately 1/3 of their life sleeping. Sleeping has an active role in the development of organism, memory and learning processes as well as in resting, growth and cell repair.

## **How much sleep does an adult need every day?**

The period of sleeping differs from person to person as a result of the genetic factors. It is known that this period changes between 4-11 hours and in adults, it is an average of 8 hours.

## **What is insomnia?**

Insomnia is a subjective phenomenon. The amount of sleep a person needs varies. If a person sleeps less than he or she needs in order to feel rested and relaxed, then we can say he or she suffers from insomnia.



### **What are the signs of Insomnia?**

- Some people have difficulty in falling asleep,
- Some people can easily fall asleep but they can easily wake up with a little noise and have difficulty in getting back to sleep again,
- Some people wake up too early in the morning and have difficulty in getting back to sleep again,
- Some people have no problems in sleeping but they still feel tired after waking up,
- Some people complain about never falling asleep.

### **Can Insomnia be identified according to how long it lasts?**

Yes. Insomnia can vary depending on how long it lasts and how often it occurs. A couple of troubled nights in sleeping is called temporary insomnia, sleep troubles occurring between 1 to 4 weeks are called short-term insomnia and sleep troubles which last for months are called long-term (chronic) insomnia.

The causes of the temporary and the short-term insomnia are similar. The environmental factors, significant life stressors and illnesses are all causes of these two kinds of insomnia. When those causes disappear, insomnia also disappears.

Long-term (chronic) insomnia can be caused by psychological, psychiatric, and organic reasons and it often occurs along with other health problems. It must be evaluated and treated by a professional.

### **What can be the results of Insomnia?**

Insomnia can result in fatigue and irritation, hurting people, a decline in the physical, cognitive and emotional performance, memory disorder and loss of concentration, headache, irritation in the eyes and blurred sight.

### **Which habits promote a good night's sleep?**

- Pay attention to your sleeping habits and try to determine the amount of sleep your body needs in order to feel rested.
- Try to go to sleep at the same time each night and get up at the same time every morning. Arrange your sleeping and waking times.
- Avoid caffeine (coffee, tea, coke etc.), nicotine (cigarettes) and alcohol before going to sleep as these are stimulants which can keep you from falling asleep.
- Going to sleep without eating anything causes trouble in sleeping. Try not to do it.
- Eating food containing too much carbohydrates and protein can keep you from getting to sleep. So, light meals and natural tea should be preferred.
- Have a bath in order to relax before going to bed.
- Get regular exercise during the day.

**Sleeping is important for both your physical and psychological health. Take it seriously and if you have difficulties in sleeping, ask for professional help from EMU-PDRAM.**

# Time Management

**Time is a unique entity that plays an important role in the development of the world. Everybody possesses the same amount of time every day. Time cannot be saved, started or stopped. Furthermore, nothing can make up for the time that has passed. Time is not reversible.**

## The importance of time for a university student

University life brings about freedom, new responsibilities and experiences. One of the crucial factors for being successful, academically and in your social life is to learn how to use time efficiently.

## Using time efficiently

Using time efficiently means learning how to plan, setting goals and taking responsibilities, both during leisure and social life.



## Obstacles in using time efficiently

Learning how to use one's time efficiently is a process which requires the decisiveness of the individual as some obstacles may emerge during this process.

These obstacles may be:

**Perfectionism:** Setting a goal of being a perfect time planner may give rise to a feeling of disappointment if the goal is not met and in turn, may result in giving up the process completely. Therefore, it is important to be flexible and realistic and to bear in mind the possible obstacles that could upset your goals.

**Inability to say “no”:** Sometimes, it is necessary to say no to people around you in order to be able to use your time efficiently. Most of the plans are delayed because people sometimes cannot say “no” to other people's wishes.

**Lack of self-confidence and anxiety:** Sometimes, individuals have doubts about their performances or the adequacy of their deeds. These anxieties may turn into obstacles in the time planning process.

**Delaying/postponement:** One of the biggest obstacles to time planning and success is the act of delaying. Every action that is delayed in turn is responsible for the delay of another action.

## Methods of Using Time Efficiently

**Having a particular aim:** There should be a particular aim for the efficient use of time. When setting your aims, it is necessary to decide what should be done first and to list them in order of importance.

**Preparing a long-term calendar of things to be done:** In terms of what your aims are, it is necessary to determine the dates of the things that need to be done. In this way, the aims can be achieved more effectively.

**Weekly Planning:** After setting the aims and preparing the long-term calendar of events, the most effective method of achieving your goals is to make a plan.

Important points when preparing a long-term calendar and weekly plan are,

- **Flexibility:** When planning time, it is important to bear in mind that sometimes things do not go as planned as a result of encountering some unexpected situations.
- **Reward Yourself:** By planning time efficiently, one can have enough time to enjoy leisure activities.
- **Re-evaluation:** Evaluating how effective your plans were as well as what interfered with them in terms of time management and scheduling will help you become more proficient in planning and scheduling your time.

**The negative effects of not using time efficiently may cause feelings of failure, stress, exhaustion and anger. The psychologists of EMU-PDRAM are ready to help you whenever you are in need.**



# Effective Study Skills

## **SQ3R is a useful technique for fully absorbing written information.**

Academic performance or success is not an innate talent, it is a skill that can be learned.

**Yet**, to change ineffective study skills, a conscious effort and determination is needed. Success comes from active learning not from passively sitting in front of a desk for long hours.

## **How Can Learning Efficient and Effective Study Skills Help You?**

Learning efficient and effective studying skills help you to;

- Find efficient and effective learning methods that are appropriate to your personality, perception and attention,

- Increase your will to study and attention span,
- Learn permanently and accurately.

## **How to Study?**

An individual needs to:

- Observe him/herself for a week, then should determine the best place and time to study,
- Find a study environment free from negative stimuli,
- Learn how to control the distracting stimuli,
- Always prefer to study in an environment where distracting stimuli are under his/her control.



## **Rules**

- At first the course load must be calculated,
- Study time and attention span must be increased gradually,
- One must set a goal and should not leave the study place before accomplishing the set goal,
- The goals must be realistic,
- Person should reward his/herself once the goal is attained.

## **Effective and Scan Reading Consist of Five Stages (SQ3R)**

**S- Scan:** Contents of the document must be scanned.

**Q- Question:** The titles of the topics must be turned into questions and written on a paperboard.

**R- Read:** Topics must be read carefully and marked in order to find the answers of the questions. The marked key words must be written on a paperboard.

**R- Repeat:** Topic must be repeated with the aid of the written key words.

**R- Revise:** Information must be recalled without going through the books or study papers.

Information which cannot be recalled from memory is **UNLEARNED**.

## **Revision Methods**

- Start from the most difficult course and spend longer time to revise it than the other courses,
- Revision should start from the last topic covered, going backwards,
- Revisions should be done in intervals,
- Revision should be finished at least one day before the exam,
- Always revise in the same place which is used for studying,
- The last revision should be done without using any notes or cards.

## **Rules of Taking Notes**

**Incomplete or incorrect information does not lead to success. Taking good notes contributes to students' success.**

- Write down the headings and subheadings,
- Headings should be explained briefly,
- Examples should not be forgotten,
- Leave empty space in both sides of the page for markings,
- Leave an empty page between two subjects.

**You can apply to EMU-PDRAM if you want to take a systematic support about your study skills.**

# Healthy Sexuality

**Sexuality is accepting one's own sexual identity and getting physical as well as psychological satisfaction from sexual intercourse.**

Sexuality is not only a physiological development but it is also one of the most important phases in the development of one's identity.

A person's way of thinking and living, social and professional activities, choice of friends, dressing style, etc. all are related with one's sexuality. Sexual orientation doesn't necessarily depend on one's biological sex.

## **Important Things to Know about Your Sexuality**

It is important not to be embarrassed about sexual instincts and needs and to accept them as natural. It's one's foremost right to determine their sexual preferences and to figure out his/her sexual needs for him/herself.

The decisions concerning one's sexual life should be respected. Nobody has the right to force another person to have sexual intercourse or to direct another against his or her will. Sexual relationships require mutual respect and understanding.



## **Sexually Transmitted Diseases**

There are diseases, which are sexually transmitted. The most common way of transmission is unprotected sexual intercourse. Diseases which show up as symptoms on the sexual organs or which develop without showing any symptoms are named "sexually transmitted diseases" (STDs). Some of these diseases are:

**Herpes:** It is caused by a kind of virus and is very contagious. Very painful scars are formed on the sexual organs. It cannot be treated but the scars can be controlled by medicine.

**Gonorrhea:** Bacteria causes gonorrhoea. It can be treated by antibiotics. It can result in infertility if it is not treated.

**Syphilis:** It is caused by bacteria and can be treated by antibiotics. It can be fatal if it is not treated. It can also result in genetic defects.

**AIDS:** It is caused by HIV. This virus weakens the immune system, stops the body from defending itself

against the diseases. Eventually, the immune system collapses and the person dies.

## **Protection Methods to Prevent Sexually Transmitted Diseases**

Sexuality is an adult behavior. Like all adult behaviors, it requires responsibility. The first step to avoid sexually transmitted diseases is to be cautious and not to ignore the possibility of infection. Using condoms during the sexual intercourse decreases the risk of infection to a considerable degree.

The most important factors to help avoid sexually transmitted diseases are to acquire knowledge about sexual behavior and to become aware of the symptoms.

### **INCORRECT ideas about sexuality**

- Sexually transmitted diseases are caused by immoral relationships.
- Urinating after sexual intercourse provides protection from sexually transmitted diseases.
- Women who use any kind of contraceptives to avoid pregnancy can never get pregnant.
- Women and men are either homosexuals or heterosexuals.
- Masturbation results in pimples, insanity, impotence, homosexuality, balding.
- Only the young and the single people masturbate.
- The maiden head is the only indication of virginity.
- Woman whose virginity is still intact cannot get pregnant.
- Women cannot have orgasms.

**You can apply EMU-PDRAM to have more information and support for having a healthy sexuality.**

# Traffic

**The literal meaning of “traffic”** is the movement of pedestrians and all kinds of vehicles along transportation routes in a particular order. Traffic is a complicated system which is composed of three basic elements. These three elements, each of which has different functions are human, vehicles and the environment.

## **What are the variables that affect driving behaviors in traffic?**

- **Driving skill:** Driving skill depends on a person’s innate capacity to operate a vehicle as well as acquired knowledge, awareness and experience. For example, attention, concentration, eye-hand-foot coordination of the eyes, the feet and the hands, reflex, speed-distance judgement, decision making, etc.
- **One’s attitude towards traffic rules (one’s beliefs and habits on traffic rules):** The attitude and beliefs of the person determines his/her way of driving.
- **Motivational level of the driver:** The emotional state of the driver and his/her urges of seeking adventure can affect his driving positively or negatively.
- **The physiological state of the driver:** If the driver is tired, sleepy, ill or under the influence of alcohol or drugs, s/he may drive more inattentively and inappropriately than the other times and s/he creates danger to other drivers.



- **Risk taking behavior:** The driver's behavior of facing dangers and taking risks are the most important factors which identify the risk taking behavior of the driver.
- **Personality:** Generally, people who are aggressive, competitive, rebellious and irresponsible are more dangerous drivers compared to other drivers.

### **What is Traffic Psychology and why is it needed?**

Traffic Psychology is a new and applied sub-field in psychology. It is concerned with the three basic elements of traffic system; human, vehicle and the environment, both independently and in interaction to one another. Researches show that many of the traffic accidents are caused by 'human factor' - driving behaviors, driver's skills and personality. Therefore, the main aim of traffic

psychology is to determine the human factor in accidents, to create precautions by using research findings in order to decrease the number of accidents and to contribute to safer and more economic traffic systems.

**If you need more detailed information about traffic psychology, and/or professional support for your driving behaviors in particular, please do not hesitate to visit EMU-PDRAM.**

# Safe Driving

**In its general sense, safe driving means being aware of the limitations of oneself and the vehicle in one's possession, being respectful and indulgent towards other drivers and pedestrians, having accurate knowledge about the vehicle in one's possession and the ability to predict the hazards of driving, consequently taking necessary precautions.**

Safe driving is a multidimensional issue reflecting the interaction between human beings, vehicles and the environment which are the three fundamental factors of the traffic system. The main elements of safe driving are directly related to the human factor within the traffic system. These elements of safe driving are;

1. Speed limit,
2. Use of alcohol or other substances,
3. Using seat belts,
4. Tiredness or sleeplessness,
5. Driver's age,
6. Bad temper.





### **1. Why Are Speed Limits Required?**

A driver's visual area and attention decreases as driving speed increases. The visual angle of a driver is 70° at a speed of 65 km per hour whereas it drops to 42° at 100 km and 30° at 130 km. With a visual angle of 30°, a driver can only see the road in front of him/her but cannot see the vehicles and pedestrians on the right and left sides and cannot see any movement on the edges of the road.

Even a small increase in speed increases the risk for a traffic accident. For instance, on a road with a 60 km speed limit, the risk for an accident resulting in injury or death doubles even when driving at 65 km.

According to North Cyprus police records (2010), most of traffic accidents which ended in an injury or death occurred because of drivers disobeying the speed limits.

Even a small increase in speed increases the risk for death or injury in accidents.

### **2. How Does Alcohol and Substance Use Affect Driving Skills?**

You may not feel drunk when you consume the legally accepted amount of alcohol (e.g. 0.5 promil in North Cyprus); however, many psychological and physiological effects of alcohol start to appear in your body. Consuming alcohol or other substances leads to

impairment of driver's muscle coordination and driving skills. The driver's control over his/her behavior decreases and she/he may feel sleepy. Reflexes decrease and speed of giving reactions to stimuli (i.e. other drivers' behavior, changes on the road etc.) declines.

Even a small amount of alcohol or some other substances negatively affects your driving skills.

### **3. Why using seat belts is important?**

Worldwide research data indicated that using seat belts decreases the risk of death by about 45% and severe injuries by about 50% in traffic accidents. Using seat belts is not only important when driving on highways, but is also important for local traffic roads because the risk for accidents is higher on local roads than on highways.

### **4. How Does Tiredness And Sleeplessness Affect Driving?**

Driving under the influence of alcohol or another substance, as well as driving in a tired or sleepless state can cause a traffic accident ending in death. Like alcohol and other substances, sleeplessness or tiredness also decreases drivers' reaction time, attention, judgment and decision making abilities. When you feel sleepy while driving, consuming caffeinated drinks (i.e., coffee, tea etc.) does not make you alert.

Generally, people need 8 hours of sleep per night. Sleeping less than 6 hours increases the risk of sleeping while driving and sleeping less than 4 hours is much more dangerous.

If you feel sleepy while driving, park your vehicle in a safe place and sleep for at least 20 minutes.

### **5. How Important Age is in Safe Driving?**

Driving skills deteriorate as age increases. After 50 years of age, attention span begins to be shorter, sensitivity towards bright light increases and perception skills decrease.

If you realize that you have impairments in your driving skills, and would like to learn how to eliminate them and then to decide whether to continue or stop driving, you can apply for professional help.

### **6. Driving Angrily? Why is it Risky?**

Exceeding speed limits, distracting other drivers and not obeying traffic rules can be seen more frequently while driving when we are angry. Behaviours which are often exhibited by angry drivers can be summarized as; not giving way to other drivers, following the driver in the front at a very close distance and making gestures to other

drivers.

If you are angry for any reason, it is crucial not to use your vehicle until your anger subsides.

If it is hard to control your anger, do not neglect to get help from a professional.

**If you have some difficulties with safe driving skills, please do not postpone getting help. EMU-PDRAM will provide you with help to overcome these difficulties.**

# Media and Us

It should be noted that media tools have an undeniable existence in everyday life. Can you imagine yourself in a world without television and computer? Numerous media messages are received through watching television, surfing on internet, listening to radio, reading magazines and journals everyday.

- What do they imply?
- What are their aims?
- How should we process these messages?

## Functions of Media

- Source of news (daily events).
- Source of information.
- A means of transferring culture (storyteller of our time).
- Source of entertainment.
- A means of public sphere (the place that the common problems are taken into consideration).
- The fourth power after legislation, juridical and execution (The control mechanism for the people in power).



## **What is Media Literacy?**

In classical meaning, literacy means to have the knowledge of reading and writing.

The characteristics of our era necessitate redefining literacy to cover media literacy as well.

Media Literacy is the ability of reaching the right media tool for a specific aim, examining, and evaluating the received message, and also creating and distributing your own message via the media tools.

All types of media messages (oral, visual, auditory) should be critically analyzed rather than being taken for granted. These are some of the useful questions to ask with regard to media messages:

- Where did this message come from, who prepared it? Who paid for it?
- Why do the companies and various institutions spend billions for advertisements?
- Who is it targeted to? Who are consuming the message?
- What does the message tell? What are the beliefs, ideas and values that the message includes?
- What is missing from the message? What does it not tell or avoid telling?
- What kind of life style it promotes?
- What are the technical features for making the message effective?
- Does it convey trust?

### **The Principles of Media Literacy**

- All media messages are speculations. Media is not a mirror of real life as it is believed.
- The things represented in media affect the person's real world view in the long run.
- Media, politics and commerce have an intimate relationship.
- All media tools have their own specific language. The black and white shots in films are deceiving as they resemble documentaries. Using humor, giving the message of 'everybody does it', reflecting fear and lack of confidence, using celebrities and sexual attraction, showing exotic places, giving statistical and scientific information, effective usage of camera angles in the advertisements are frequently seen as persuasive ways.

### **Media Psychology**

Media psychology has been established by the American Psychology Association (APA) as the 46th unit and examines the human-media relationship within the framework of old and new technologies.

**If requested, from time to time group counseling sessions are provided in EMU-PDRAM on Media Literacy.**

# The Universal Declaration of Human Rights

**Article 1:** All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article 2:** Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

**Article 3:** Everyone has the right to life, liberty and security of person.

**Article 4:** No one shall be held in

slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

**Article 5:** No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6:** Everyone has the right to recognition everywhere as a person before the law.

**Article 7:** All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

**Article 8:** Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the

constitution or by law.

**Article 9:** No one shall be subjected to arbitrary arrest, detention or exile.

**Article 10:** Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**Article 11:** (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that

was applicable at the time the penal offence was committed.

**Article 12:** No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

**Article 13:** (1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

**Article 14:** (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

**Article 15:** (1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

**Article 16:** (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

**Article 17:** (1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

**Article 18:** Everyone has the right to

freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

**Article 19:** Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Article 20:** (1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

**Article 21:** (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

**Article 22:** Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

**Article 23:** (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

**Article 24:** Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Article 25:** (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability,

widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

**Article 26:** (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or



religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

**Article 27:** (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**Article 28:** Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

**Article 29:** (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30:** Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

# Epilogue

**As EMU-PDRAM Psychologists, our main aim in compiling this handbook is to stress the continuity of human development as well as the possibility of personal growth in some areas needed (e.g., time management, assertiveness etc.).**

Each individual is unique in his/her interests, abilities and potentials. Therefore, it is up to you to decide which areas in the Personal Development Handbook is of interest to you and how you can implement the knowledge presented in the handbook to improve your life. A person with self-awareness can detect the areas for self-development and can use the appropriate tips in this handbook. You can also get help and support from EMU-PDRAM in case of awareness of a problem which you cannot adequately name or define.

From time to time, everyone might need to consult a psychologist to get a professional advice. As EMU-PDRAM psychologists, we are ready to listen to you objectively, to understand your issues and to empower you on your own way of finding appropriate solutions.

Best wishes,

EMU-PDRAM Team.

## **EMU-PDRAM's Other Handbooks:**

**Healthy  
Relationship**  
HANDBOOK

**Healthy Living  
without  
Addictions**  
HANDBOOK

**Healthy  
Sexuality**  
HANDBOOK

**Psychological  
Well-being**  
HANDBOOK

**Stop  
Violence**  
HANDBOOK

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